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ABSTRACT

This annual update of the Prince George's Community College (PGCC) Master Plan represents an effort by the college to provide a framework for meeting the postsecondary educational needs of Prince George's County. Following a brief introduction highlighting PGCC's goal to increase its role in the county's economic development, PGCC's planning process is explained. The next section looks at PGCC's mission; its commitment to academic excellence, open admission, educational access, affordability, program diversity, and county development; and its instructional and support programs. Next, an overview is provided of PGCC's current enrollment situation, including information on the college's market share, enrollment trends, student demographics, goals, attendance patterns, and program choices. The next section considers some of the factors external to the college that will affect its future, including the decline in high school graduates, the trend toward an older county population, county economic development activities, increasing competition among higher education institutions, and the availability of financial aid. Finally, the report presents the following goals and priorities of PGCC: (1) increase the college's share of the high school market and adult continuing education, credit and noncredit market over the period fall 1988 through fall 1990; (2) increase the retention rate of students; (3) improve transportation to PGCC's Largo Campus; (4) increase credit and noncredit enrollments through entrepreneurial efforts; (5) increase funding from private and public sectors; (6) seek alternative funding for new or upgraded facilities; (7) improve marketing efforts; and (8) enhance affirmative action. (EJV)

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1987-92 Master Plan

Prince George's Community College

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Prince George's Community College
1987-92 Master Plan

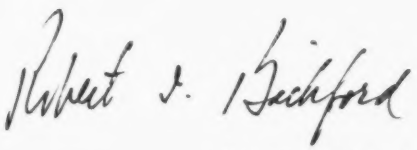
Foreword

This annual update of the Prince George's Community College Master Plan is an effort by the College to provide a framework for meeting the postsecondary educational needs of the citizens of Prince George's County.

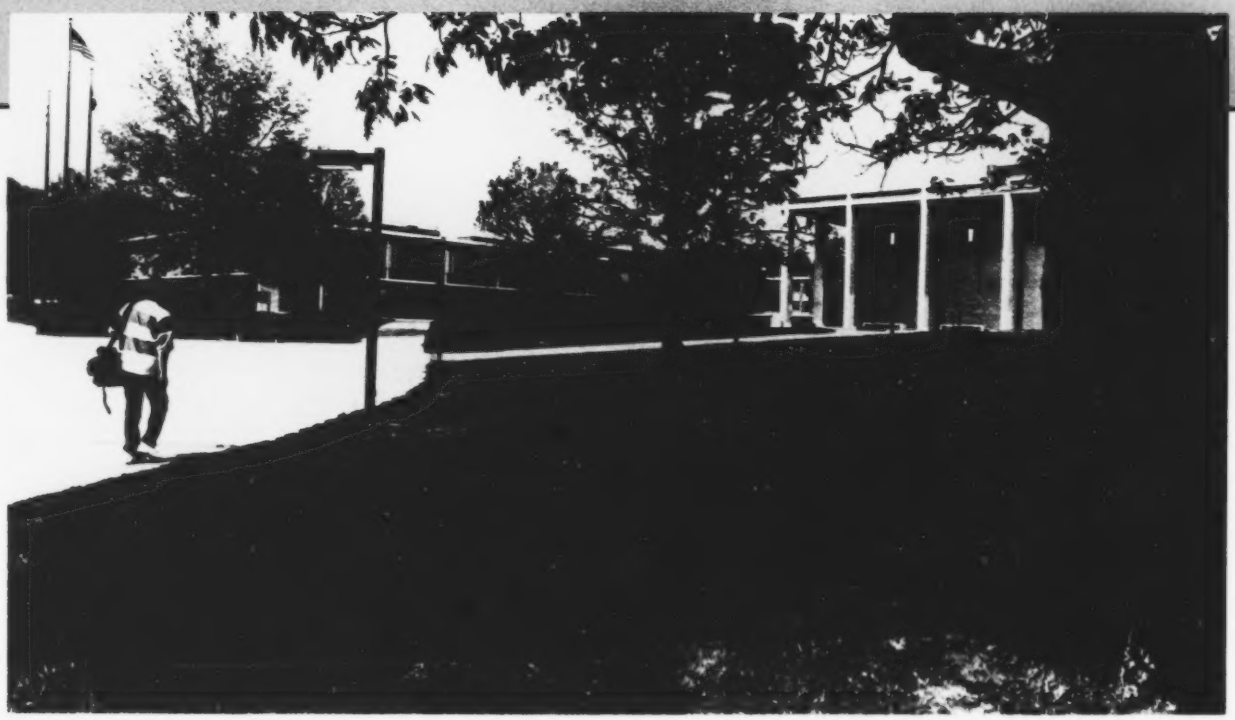
This year's Plan results, for the third year, from a process that is intended to better integrate strategic planning for the College with the College's programs, budget, and facilities planning. Adoption of strategic planning activities is critically important to the College as it responds and adjusts to constantly changing conditions and issues, both internal and external to the College.

The Board of Trustees, administration, faculty and staff, and I will continue to work to assure that the focus of the institution remains on providing educational opportunities for the County's citizens. These opportunities will provide a means for individuals to develop to their fullest potential through transfer, career education and continuing education programs, and public service activities of an educational nature.

We hope this plan will better enable Prince George's County citizens to understand how the College will continue fulfilling its mission in the coming years.



Robert I. Bickford
President



Introduction

Prince George's County is making great strides in becoming "Washington's newest corporate address." The initiatives set forth in *A Strategic Plan for Prince George's County* in April 1986 are a beacon to the County's economic growth and well-being. The Plan is a blueprint for action for citizens, businesses, local institutions, and government.

Within the County's Plan is an employment strategy that calls for the enhancement of employment opportunities for County citizens by assuring that education and training programs (1) meet the needs of business and (2) help create favorable conditions for economic growth in the County.

In response to the County's strategy on employment, the College is adding to its Strategic Priorities for 1989-93 the intention to "increase the College's role in the economic development initiatives of Prince George's County." The College/County relationship is a symbiotic one where both the College and County gain from the partnership with one another.

The College's Planning Framework

Annually, since 1976, Prince George's Community College has prepared a Master Plan. These plans have provided a "snapshot" of the College and the County. In addition, they have had as their centerpiece a set of institutional strategies that were designed to help the College achieve its mission, as circumstances and conditions changed. However, planning with respect to educational program development, budgeting, facilities planning, and institutional marketing occurred with limited reference to one another, or to the institutional Master Plan. This was tolerable during the late 1970s and the early 1980s, because the College was surpassing its anticipated enrollment projections each year.

However, in Fiscal Year 1984, two factors caused the College to reassess its approach. First, fall 1983 credit program enrollments did not reach the projected levels. Second, the College, in the course of its self-evaluation for the 10-year visit of the Middle States Association Accrediting Team, had determined that there was a need for better integrating its planning activities.

Consequently, the President approved a new Planning Framework designed to integrate planning for all aspects of the College's operation. The focal point of this new Framework is the Planning Council, which is chaired by the President. The Dean for Institutional Advancement and Planning serves as coordinator of the Council's activities. Members of the Council include the five deans, four constituency leaders, and a member from the College's Affirmative Action Committee, with the Director for Institutional Research and Analysis providing supporting data.

The Planning Council is responsible for defining the College's overall strategic direction. Each area of the College develops its own area plan, designed to implement a portion of the College's overall strategies.

As the Council began its work, it became clear that, because of timetables already in place, both within and outside of the institution, the process that would implement this new Framework had to be phased in. Therefore, the process was devised to be fully operational in FY87.

The strategic priorities that compose the College Master Plan are fashioned in response to those issues the Planning Council has defined as critical to the College's continued ability to effectively achieve its mission. They are not intended to reflect the comprehensive nature of the College itself.

Additionally, the Framework is intended to provide a guide for institutional behavior and decision making. Thus, the process consists of a variety of steps that will focus on available data and the assessment of that data by members of the College community. The planning process annually is as follows:

(1)
Develop Situation Analysis/Environmental Scan
Institutional Research and Analysis Office
August 1

(2)
Review Situation Analysis
Planning Council
August 1

(3)
Review and Evaluate Previous Year's Plan Results
Planning Council
August 1

(4)
Review and Modify Strategies
Planning Council
October 1

(5)
Update Objectives and Strategic Tactics
Individual Areas
April 1

(6)
Develop Marketing/Promotional Calendar
(with projected costs)
Institutional Advancement and Planning Office
April 1

(7)
Develop Facilities Plan
(renovation/alteration with projected costs)
President's Office
April 1

(8)
Review and Prioritize Annual Tactics
(with projected costs)
Planning Council
April 15

(9)
Prepare Operating Budget Allocations
Management Resources
July 1

The critical feature of this Framework is integration. It assesses institutional needs and assures development of responses to those needs. Further, it provides funding for the devised strategies and tactics and assesses the effectiveness of the response.

This Framework, as presented here, is a beginning, not an end. As the College has progressed through the first stages of this planning process, it has learned how difficult it is to focus on more than the present. Nonetheless, the College has come to recognize more than ever that tomorrow can be what the College wants it to be, only if the College begins to plan for tomorrow, today.

The College's Mission, Commitments, and Programs

Mission Statement

Prince George's Community College is a comprehensive public, two-year collegiate institution, organized and supported for the purpose of providing high quality, reasonably priced, postsecondary education to the citizens of Prince George's County, Maryland. This College is committed to educational excellence, broad diversity in its programs and services, and maximum accessibility to the total community. As an open-admissions, community-centered institution, the College seeks to effectively respond to the academic needs of all students, regardless of age or educational background, and to the developmental needs of the community at large.

Commitments

Several commitments have been identified by Prince George's Community College that underlie all its activities and give substance to its mission statement. These strategic commitments serve as the underpinning for the current priorities of the College. All of the College's long-term goals have grown out of these commitments, which include:

Academic Excellence

Prince George's Community College is committed to offering only the highest quality educational programs.

Open Admission

Prince George's Community College is committed to equality of educational opportunities by offering learning opportunities to students at all levels of ability and background, and by providing testing and advisement to assist students in selecting an appropriate course of study.

An Accessible Education

Prince George's Community College is committed to providing educational programs at times and locations convenient to County residents, by utilizing multiple sites and delivery methods.

An Affordable Education

Prince George's Community College is committed to providing a quality education at an affordable cost, by striving to maintain an inexpensive pricing structure, by operating in an efficient and cost-effective manner, and by providing financial aid to students who need it.

Diversity of Programs

Prince George's Community College serves a heterogeneous community; therefore, it is committed to providing instructional programs for populations as diverse as the young person exploring educational or career options, the mid-career person needing retraining, and the senior citizen preparing for a new life after a career.

Support of County Development

The above educational commitments manifest the College's goal of supporting County economic development through work force improvement. In addition, Prince George's Community College is committed to providing facilities and other services to assist public and private sector development efforts.

Programs of Study

As a multifaceted institution, Prince George's Community College has programs that include liberal arts and technical/career courses for credit, and a complete program of noncredit education.

Transfer Programs

Programs designed to provide university-parallel course work that may be transferred to a four-year institution for further study include:

American Studies A. A.
Art A. A.
Arts and Sciences A. A.
Business Administration A. A.
Elementary Education A. A.
Engineering A. A.
General Business Education A. A.
General Studies A. A.
Health Education A. A.
Industrial Arts Education A. A.
Information Systems and Computer Sciences A. A.
Music A. A.
Physical Education A. A.
Secondary Education A. A.
Secretarial Education A. A.
Urban and Environmental Studies A. A.

Career Programs

Programs designed to provide general education and occupational training for students seeking to enter the job market or improve their job skills for career advancement include:

Accounting
Accounting A. A.
Accounting Certificate
Accounting Letter of Recognition
Accounting and Taxation Letter of Recognition

Business and Management
Business Management A .A.
Marketing Management A. A.
Marketing Certificate
Small Business Management Certificate

Computer Technology
Computer Programming and Analysis A. A.
Computer Management A. A.
Microcomputer Systems A. A.
Computer Programming Certificate
Microcomputer Applications Certificate

Early Childhood Education
Early Childhood Education A. A.
Early Childhood Education Certificate
Early Childhood Program Management A. A.

Engineering Technology
Drafting Technology A. A.
Architectural Drafting Certificate
Computer Service Technology A. A.
Engineering Drafting Certificate
Electronics Engineering Technology A. A.
Electronics Communications Certificate
Electronics Microprocessors Certificate

Health Technology
Medical Isotope Technology A. A.
Medical Records Technician A. A.
Medical Records Transcriptionist Certificate
Nursing A. A. (RN)
Radiographer (X-Ray) A. A.
Respiratory Therapist A. A.

Hospitality Services Management
Hospitality Services Management A. A.
Food Service Management Certificate
Hotel Management Certificate

Law Enforcement
Law Enforcement A. A.

Office Administration
General Secretarial A. A.—Stenographic Option
Clerk Typist Certificate
General Secretarial A. A.—Word Processing/Administrative Support Option
Word Processing Applications Certificate
Word/Information Processing Letter of Recognition
Executive Secretarial A. A.
Secretarial Certificate
Legal Secretarial A. A.
Medical Secretarial A. A.

Ornamental Horticulture
Ornamental Horticulture Certificate
Ornamental Horticulture Letter of Recognition

Paralegal/Legal Assistant
Paralegal/Legal Assistant A. A.
Paralegal/Legal Assistant Certificate

Honors Program

The Honors Program provides an enriched academic environment for selected students through special honors colloquia and designated honors sections of various courses. Students are invited to participate in the Honors Program based on standardized test scores, recommendations of counselors and instructors, and a personal interview by the program director.

Prior Learning Assessment Network (PLAN)

PLAN provides an opportunity for adult learners to receive college credit through the assessment of their prior experiences by faculty evaluators.

Career Assessment and Planning (CAP) Courses

A variety of courses are offered under the CAP designation, ranging from human potential seminars to career decision making and life planning.

Cooperative Education Program

Cooperative education incorporates on-the-job training and academic course work in an effort to extend the educational experience from the classroom to the world of work.

Developmental Education

Developmental education aims to remedy student deficiencies in the verbal and quantitative skills needed to do college-level work. Integrated with this is an attempt to develop self-reliance by improving the student's self-image.

Noncredit Programs

Although not offering traditional college credit, these programs can provide course work that will enhance occupational skills. Other noncredit programs help to enrich students by developing leisure-time activities.

Professional Development

Included in the professional development program are topical conferences and workshops designed to upgrade participants' existing abilities. In addition, contract training programs tailored to develop specific employee skills are offered.

Informal Courses

This program includes noncredit courses in areas of personal enrichment such as creative arts, consumer education, family education, and occupational development.

Special Populations

Community Services offers programs designed to meet the needs of special populations. These include the Children's Developmental Clinic and programs for senior citizens and Talented and Gifted youth.

Educational Delivery Systems

The College provides both credit and noncredit programs across the County in a variety of ways. These delivery systems include:

Conferences and Workshops
Contracted Services and Employment Training
Directed Learning
Evening Classes
Extension and Degree Centers
Job Training Partnership Act (JTPA)
Management Institute
Summer Sessions
Telecredit Courses
Weekend Classes

Programs of Support

Beyond direct educational programs, Prince George's Community College is committed to providing services that enhance and support students' decision-making capabilities and help them to develop their intellectual skills. This endeavor is accomplished through student advisement and counseling, cocurricular programs, and instructional support.

Student Advisement and Counseling

Through this service, students determine the best way to meet individual needs. They learn to assess life and career goals in order to select an appropriate course of study.

Cocurricular Programs

Experiences beyond the classroom are important in a nonresidential institution such as Prince George's Community College. Therefore, the College provides opportunities for applying concepts learned in the classroom to out-of-class experiences through student organizations, cultural and recreational programs, leadership training, and student government.

Instructional Support

Instructional support is largely accomplished through the Library and Media Center. Much of this effort consists of working with faculty in acquiring and distributing materials such as books, periodicals, films, videotapes, and phonograph records. The Media Center also assists in the local production of materials that are not commercially available; for example, videotaping classroom activities.

Figure 1

P.G. COUNTY FULL-TIME UNDERGRADS

Attending Maryland Colleges, Fall 1985

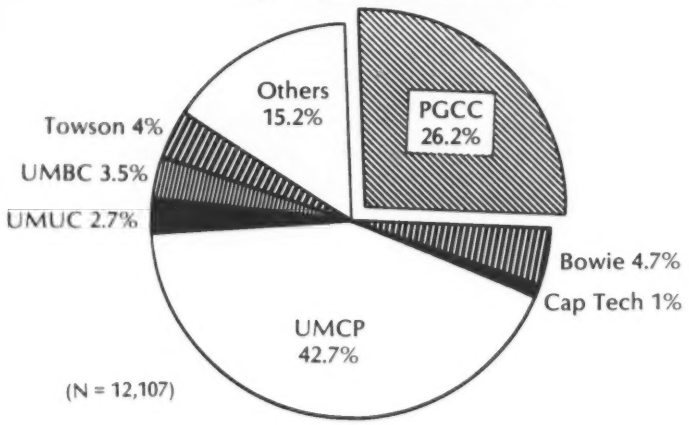


Figure 2

P.G. COUNTY PART-TIME UNDERGRADS

Attending Maryland Colleges, Fall 1985

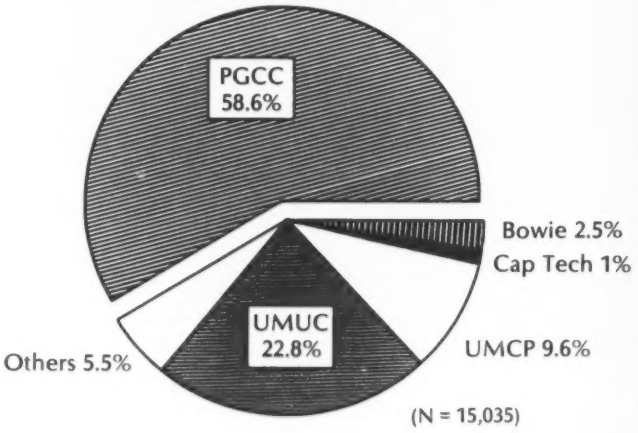
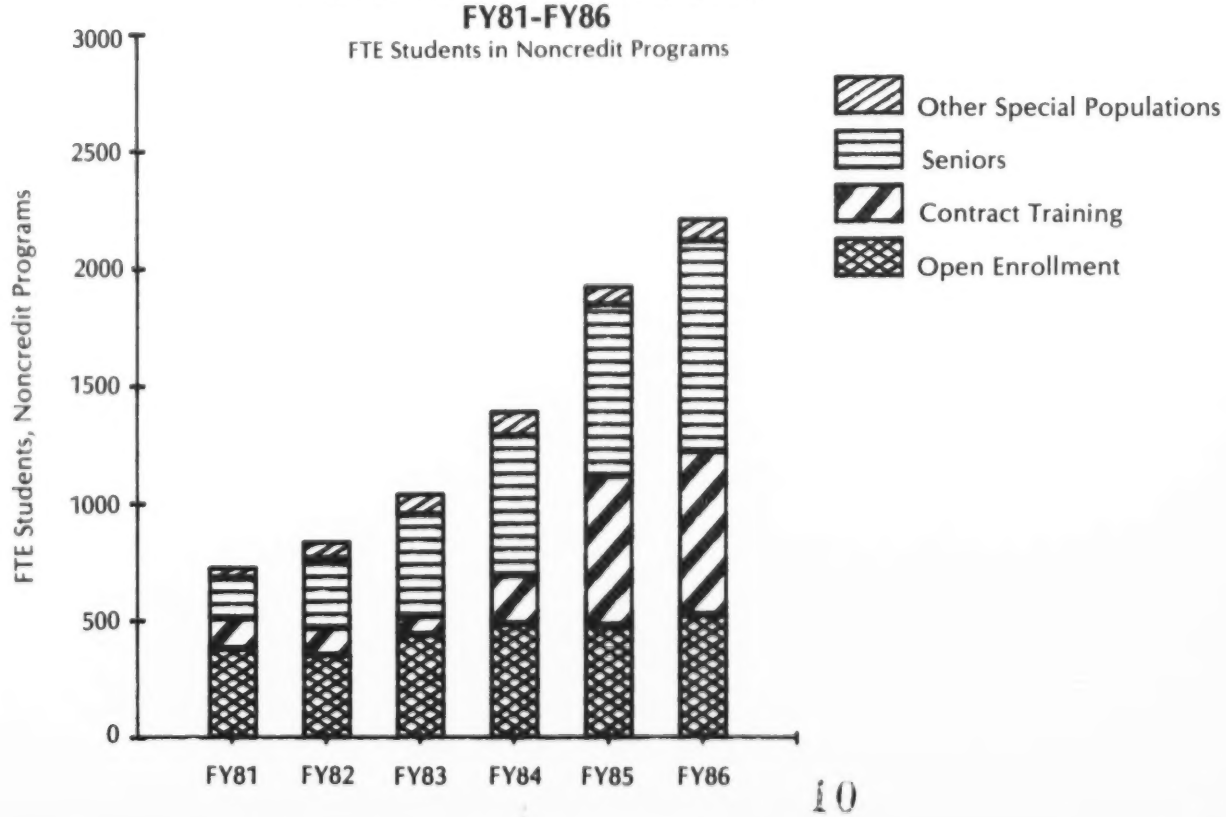
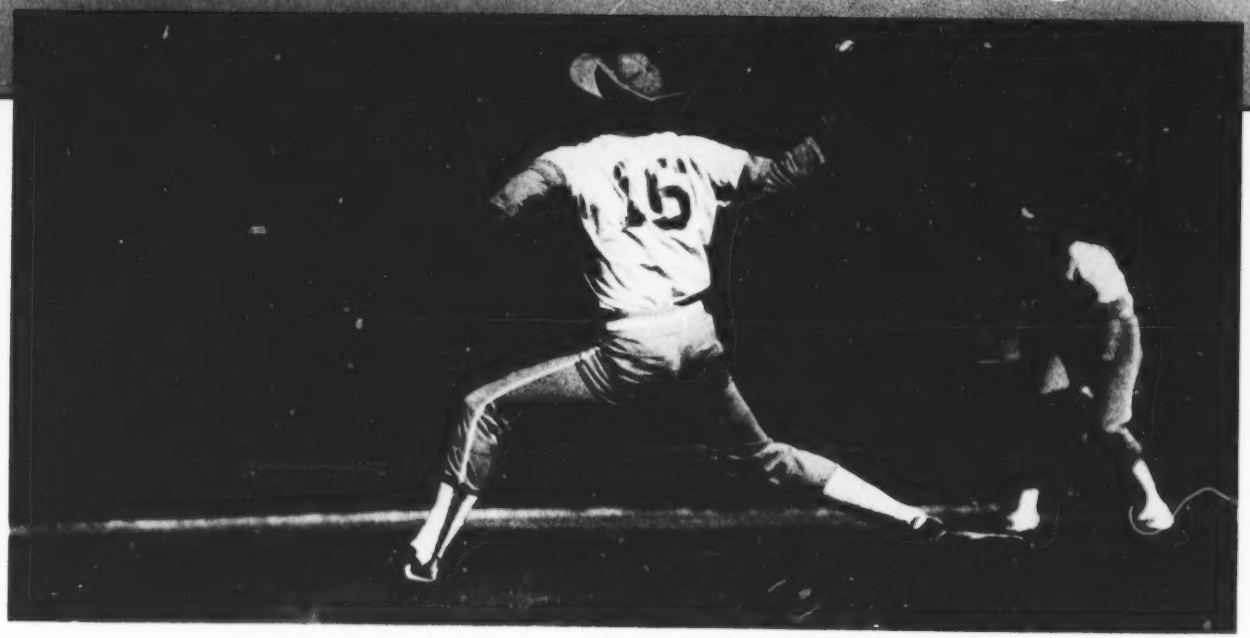


Figure 3

COMMUNITY SERVICES FTEs, FY81-FY86

FTE Students in Noncredit Programs





Situation Analysis and Environmental Scan

Situation Analysis

A total of 12,435 students were officially enrolled for credit classes at Prince George's Community College as of the third week in fall 1986. This was a 2.7 percent drop from the year before. Most of the students, 94 percent, were residents of Prince George's County. More County residents attend the Community College than any other state college or university, as discussed in the next section.

Market Share

A total of 12,107 residents of Prince George's County attended Maryland colleges and universities as full-time undergraduates in fall 1985. (This information is not yet available in final form for 1986.) Prince George's Community College enrolled 3,178, or 26.2 percent, of these full-time students. (See Figure 1.) Only the University of Maryland at College Park had more County residents enrolled full-time as undergraduates. Deducting the junior and senior level students from the UMCP totals revealed Prince George's Community College to be the choice of more County residents for full-time freshman and sophomore study than any other institution.

The Community College continued to be the most popular place for part-time study in 1985. Prince George's Community College enrolled 58.6 percent of all County residents attending a Maryland college or university for credit as a part-timer in fall 1985. (See Figure 2.) Prince George's Community College enrolled over twice as many part-timers as its nearest competitor, the University of Maryland's University College.

Precise data for comparing market shares in noncredit programs were not available. However, Prince George's Community College Community Services enrollments have been growing strongly in recent years. (See Figure 3.) Other places where County residents partake in noncredit instruction would include the adult education programs of the County school system and the University of Maryland's University College, which offers a variety of professional development workshops and seminars.

These market share data document how important the Community College is in the postsecondary education of County residents. More County residents receive their freshman and sophomore level college education at Prince George's Community College than anywhere else. The College has awarded over a thousand Associate in Arts degrees and occupational certificates each of the past five years. (See Table 1.)

Table 1

DEGREES AND CERTIFICATES AWARDED, BY PROGRAM AREA, FY82-86

	FY82	FY83	FY84	FY85	FY86
Career Programs	705	771	778	877	747
Management/Marketing	202	199	178	223	232
Nursing/Allied Health	153	161	160	145	141
Computer Technology	113	175	195	227	126
Public/Social Services	75	73	86	106	92
Accounting	92	87	72	83	74
Engineering Technology	43	52	54	59	47
Office Administration	27	24	33	34	35
Transfer Programs	344	310	269	283	283
General Studies	168	148	133	149	137
Business Administration	65	77	53	56	59
Teacher Education	56	35	32	31	32
Information Systems	NA	NA	NA	NA	23
Arts and Sciences	49	41	38	36	20
Engineering	6	9	13	11	12
Total Awards	1,049	1,081	1,047	1,160	1,030

Enrollment Trends

Prince George's Community College has maintained its strong market position despite declining enrollment since its peak year of 1982-83. Fall 1986 credit headcount of 12,435 generated 93,014 credit hours, for an average of 7.48 hours per student. Thirty percent of the students enrolled for three hours or less. Total full-time equivalent students (FTEs) from credit courses in fall 1986 equalled 6,201. For the second year in a row, it took two students to produce one FTE. (See Table 2.)

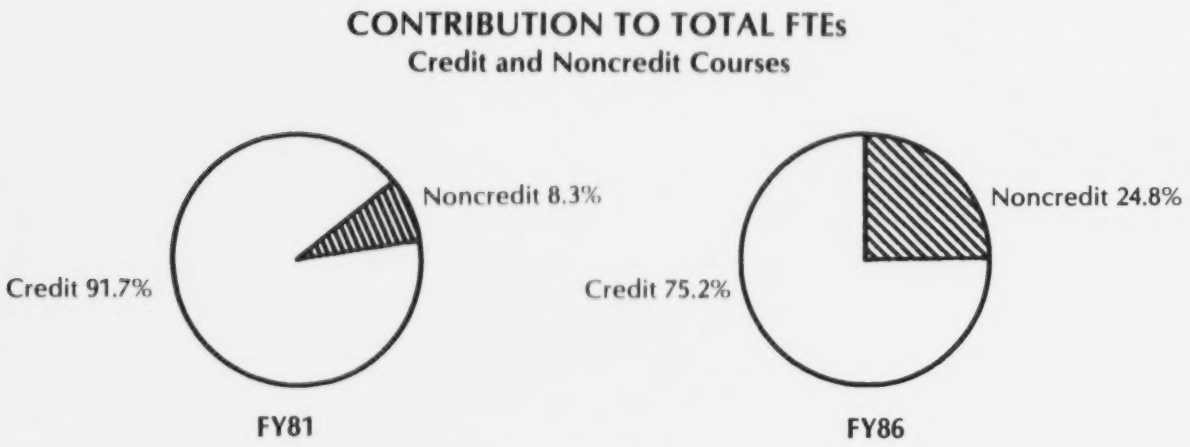
In addition to the trend toward smaller course loads carried by credit students, the other major enrollment trend impacting on Prince George's Community College is the strong growth in noncredit programs. Over 16,000 different individuals enrolled in a noncredit course at Prince George's Community College during FY86. As shown in the earlier bar graph, increases in contract training (including apprenticeship training and Job Training Partnership Act—JTPA—activities) plus the burgeoning senior citizens program have accounted for the growth in Community Services over the last few years. Noncredit students generated one-fourth of collegewide FTEs in FY86, compared to one-tenth five years earlier. (See Figure 4.)

Table 2

RELATIONSHIP OF HEADCOUNT TO FTEs, FALL 1970-86

Fall	Credit Headcount	Full-time Equivalents	Ratio HC/FTE
1986	12,435	6,201	2.01
1985	12,781	6,336	2.02
1984	14,083	7,079	1.99
1983	14,977	7,610	1.97
1982	15,354	7,910	1.94
1981	14,657	7,719	1.90
1980	13,747	7,318	1.88
1979	13,477	7,217	1.87
1978	13,828	7,361	1.88
1977	13,754	7,523	1.83
1976	11,915	6,737	1.77
1975	11,430	6,601	1.73
1974	9,725	5,795	1.68
1973	9,258	5,767	1.61
1972	7,888	4,972	1.59
1971	7,180	4,647	1.55
1970	6,223	4,289	1.45

Figure 4



Student Demographics

The median age for credit students in fall 1986 was 23. For full-timers, many of whom matriculate directly from high school, the median age was 19. For part-timers, typified by the "returning student," the median age was 26. These averages have been stable for years. One in every five credit students was over age 35. Students aged 18-24 accounted for two-thirds of the total credit hours.

Three of every five credit students were female. The proportion female has been stable in recent years, after steady growth during the 1970s. Women attending part-time constituted almost 47 percent of total credit headcount.

Thirty-nine percent of the credit students in fall 1986 were black, up one percentage point from the year before. Asian and Hispanic students together made up 6 percent, unchanged from 1985.

Community Services students tend to be older than credit students, largely due to the senior citizens program. Two-thirds of the noncredit students were over age 35, compared to 19 percent of the credit students. Sixty-two percent of the noncredit students were women, similar to 61 percent in credit.

Student Goals

What do students hope to achieve from their attendance at the Community College? Almost 40 percent of the College's total enrollment (credit and noncredit) have specific job-related goals, either preparing for immediate entry into a new career or upgrading and enhancing skills for a job currently held. Almost as many in this group were enrolled in noncredit activities as in credit courses. Another fifth of the total student population were enrolled in credit programs with plans to transfer to a four-year school to complete the baccalaureate. About 15 percent of Prince George's Community College's students were exploring career and academic options. The remaining quarter of the College's students were enrolled for personal enrichment reasons, with one in five doing so through credit courses.

Why do students choose the Community College as the means for pursuing these goals? Surveys consistently reveal low cost relative to other alternatives, convenient location, and availability of desired courses or programs as paramount reasons.

Table 3

DECLARED MAJORS IN EACH PROGRAM AREA, FALL 1982-86

	1982	1983	1984	1985	1986
Career Programs	6,522	6,846	6,513	5,687	5,034
Management/Marketing	1,132	1,094	1,208	1,254	1,299
Computer Technology	2,120	2,274	1,958	1,368	791
Nursing/Allied Health	1,210	1,228	1,054	938	771
Accounting	688	759	790	756	757
Engineering Technology	623	650	669	598	633
Public/Social Services	467	507	560	540	576
Office Administration	282	334	274	233	207
Transfer Programs	5,892	5,478	4,911	4,771	5,182
General Studies	3,285	3,102	2,830	2,614	2,761
Business Administration	1,137	1,038	898	957	919
Arts and Sciences	1,148	1,000	853	799	792
Teacher Education	322	338	330	322	355
Information Systems	NA	NA	NA	79	355
Non-Degree-Seeking	2,940	2,653	2,659	2,323	2,219
Total Credit Students	15,354	14,977	14,083	12,781	12,435

Student Attendance Patterns

Three-fourths of the College's credit students attend part-time. The proportion taking just one class is approaching one-third. Part-time students have accounted for over half of the total hours generated by credit courses for nine consecutive semesters.

Two-thirds of the credit students in fall 1986 attended classes on-campus exclusively. Fifteen percent of the College's credit students attended only at extension centers; another one percent enrolled only in telecredit courses. The remainder had mixed schedules.

Day students at the Largo campus accounted for two-thirds of the total hours generated in credit courses in fall 1986. Evening classes at Largo were responsible for 17 percent of the total hours from credit programs. Extension operations contributed 10 percent; telecredit and weekend courses were responsible for the remaining 4 percent.

Student Program Choices

Thirty-five percent of the credit students enrolled in fall 1986 were pursuing Associate in Arts degrees in career programs; another 5 percent were enrolled in occupational certificate programs. The proportion of students identified as transfer program majors increased 2 percentage points from a year ago to reach 42 percent. Computer program majors declined for the third consecutive year, but still accounted for over 9 percent of all credit students. Students in technical, career-oriented business and management programs increased 3.6 percent from fall 1985-86. (See Table 3.)

Environmental Planning Factors

Decline in High School Graduates

State and County planning officials project 12th grade enrollment in County public schools to decline from approximately 7,750 currently to less than 5,500 in the early 1990s. Prince George's Community College has historically enrolled between 14 and 20 percent of this population the fall following their high school graduation. Due to their tendency to attend full-time, a decline in this source of students will be magnified in credit hour and FTE terms. Students aged 18-19 accounted for about a third of the total hours generated by credit courses in fall 1986.

Current forecasts for 12th grade enrollment in County public schools through the 1995-96 school year are as follows:

Prince George's County Public Schools
Projected 12th Grade Enrollment

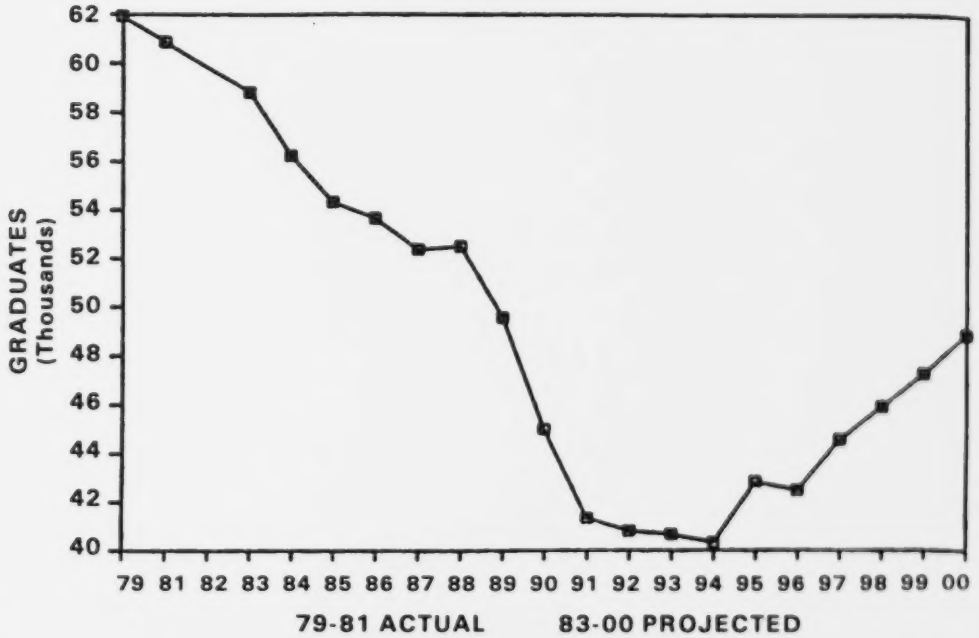
1986-87	7,590	1991-92	5,600
1987-88	7,590	1992-93	5,360
1988-89	7,680	1993-94	5,650
1989-90	6,650	1994-95	5,760
1990-91	5,920	1995-96	5,690

Thus, after an increase in the late 1980s, enrollment is expected to drop substantially with the College experiencing the first big impact in the fall of 1990—followed by six years of small high school graduating classes. Graduating classes are expected to steadily increase in the mid to late 1990s. This pattern reflects statewide forecasts. (See Figure 5.)

Figure 5

MARYLAND — 1983-2000

High School Graduate Projections



Source: High School Graduates: Projections for the Fifty States (1982-2000), Western Interstate Commission for Higher Education

An Older Population

Younger residents, who are more likely to attend Prince George's Community College and carry more hours while enrolled, are declining in number. Older residents are increasing in number, but they enroll at lower rates and carry fewer credits. It will take two 35-year-olds to replace each 18-year-old if FTEs are to remain at their current level. Two factors might mitigate this bleak assessment. The population shift will mean more older working adults and more senior citizens, two groups served well by short-term, especially noncredit, programming. The projected decline in credit program FTEs may be partially offset by expansion of Community Services. The other factor is migration of new residents into the County. While forecasts of County population do include estimates of net migration, should the County realize unanticipated net in-migration—perhaps spurred by strong economic growth—the picture could improve.

County Economic Development

The state of the local economy undoubtedly affects Prince George's Community College enrollment. In the short term, marginal changes in enrollment appear related to local job prospects. During the 1980-86 period, fall credit enrollment followed economic conditions, rising and falling with changes in the County's unemployment rate. This inverse relationship, enrollment going up when the economy goes down (and vice versa), is often explained by the hypothesis that economic downturns motivate a segment of the population to take a course or two to enhance job skills. The economic impact on noncredit enrollment has not been as clear. Even discarding the special populations less affected by employment conditions, noncredit enrollment has not followed changes in the local economy as closely as the credit programs. The impact of economic changes may get lost in the growth generated by initiation of new programs. This underscores the fact that economic factors are not determinant but are elements in a larger mix of interacting variables that collectively affect College enrollment levels.

In the longer term, economic growth contributes to College vitality. New industry attracts workers, increasing the service population and creating demand for new College programs and services. Firms in electronics, information processing, defense, biotechnology, and other high-tech research and development industries that are the most visible of the new employers moving into the County will all need technician-level support. The building of new hotels that is accompanying the unprecedented construction of new office parks will increase the need for skilled employees in the hospitality services field. These are just a few examples of the kinds of work force needs that the Community College has and will continue to respond to. The College/industry relationship is really a symbiotic one, where both gain from partnership with the other.

Prince George's Community College is keeping pace with the County's economic growth. And there can be little doubt that Prince George's County is becoming "Washington's newest corporate address." Located at the center of the Baltimore-Washington common market—the nation's fourth largest consumer market—the County's combination of large, quality land tracts at very competitive prices, extensive transportation network of existing highways (linked to accessible major airports and providing overnight truck service to one-third of the nation's population), plus proximity to the port of Baltimore and the nation's capital, is spurring unprecedented commercial and industrial growth. Prince George's has been a leader among area jurisdictions in construction of new commercial space in recent years.

Evidence of the tangible benefits of business-government-Community College linkages is the growth in specialized training provided to public and private sector employees through Prince George's Community College's contract training program. As can be seen in Figure 6, a varied assortment of government agencies, private corporations, and other local organizations have received instruction through the contract training program at the Community College.

Increasing Competition Among Higher Education Institutions

Prince George's Community College's enrollment is affected by the attractiveness of other institutions to both existing and potential students. Current Prince George's Community College students may be enticed to transfer to other schools before completing their Community College program. First-time students are being courted as never before, as colleges and universities across the country compete for a bigger share of the dwindling high school graduate market. Selective-admissions schools have benefited from the strong economy and applicants receptive to their increasingly sophisticated (and expensive) marketing efforts. Open-admissions schools may be losing the better students to the more prestigious schools, while the improved employment situation may have reduced the number of part-time students enrolling for job skill upgrading. In the noncredit area, community colleges face competition from the adult education programming of public school systems, proprietary institutes, self-directed learning, employer training programs, and community agencies. Major universities have developed programs to attract the "nontraditional" student. In short, Prince George's Community College faces greater competition than ever before, as County residents have more choices for investing their educational dollars. While public colleges differ from profit- and growth-driven private enterprises, they do need enrollment levels sufficient to preserve institutional assets and maintain cost efficiencies based on economies of scale.

Figure 6

ORGANIZATIONS SERVED BY PGCC
Contract Training, FY86

American Leisure Industries
Andrews Air Force Base
Associated Builders and Contractors
Computer Science
Craftmasters Training, Inc.
Defense Mapping Department of the Navy
Department of Aging
D.C. Association of Retarded Citizens
D.C. Government
Duron Paint Manufacturing Company
Engineering Review Programs of Greater Washington
Federal Tower Credit Union
Fire Training Academy
General Electric
Giant Food, Inc.
Goddard Space Flight Center
Hechinger
Independent Electrical Contractors
Kennedy Institute
Metropolitan Area Transit Authority (Metro)
Maryland National Capital Park and Planning Commission
National Association of Independent Fee Appraisers
Naval Air Facility
Ottenberg Bakery
Prince George's County Department of Mental Health
Prince George's County Government
Prince George's County Public Schools
Prince George's Housing and Community Development
Queen Anne School
Sheetmetal Training School
Surrattsville High School
U.S. Department of Agriculture
Washington Building and Trades Council
Washington D.C. Joint Electrical Apprenticeship Training Council
Washington Suburban Sanitary Commission

Availability of Financial Aid

A total of 7,170 students received some form of financial assistance through the College's Financial Aid Office during FY86. This translates into about one-third of the College's credit students. The total amount of all awards for the year was $4.2 million. Increased financial aid was a major factor associated with enrollment gains at Prince George's Community College in the 1970s. The near-term outlook for financial aid is uncertain, especially for federal grant programs. Substantial cuts in the availability and level of financial assistance would probably have a negative impact on Prince George's Community College enrollment.

Summary

The College's current enrollment situation and some of the factors external to the institution that will affect its future have been highlighted. The College's financial outlook has not been explicitly addressed. The combination of constrained governmental support, the College's mission of providing affordable education, the extreme labor-intensive nature of the organization, and the need for equipment acquisitions and facilities maintenance presents the administration with a formidable challenge in a time of stable or declining enrollment. It is to this challenge that the College's strategic planning and marketing process is aimed.

The College's Strategic Priorities

All of the previous information serves as the foundation for the College's 1989-93 strategic priorities. While the College's mission and commitments will remain constant over this period, the strategies, that is, the institution's priorities, designed by the Planning Council evolve as conditions and information change.

Presented here for the review of the citizens of Prince George's County, as well as for decision makers affecting the College and members of the current College community, are the strategic priorities members of the Planning Council feel address the critical issues facing Prince George's Community College in the upcoming years.

Market Share of Client Groups

Strategic Priority

Increase the College's share of the high school market over the period fall 1988 through fall 1990.

The state share of community college funding in Maryland is predicated upon full-time equivalent student enrollment. Most full-time student enrollments tend to come from the high school graduating population. That population has been declining over the 1980s. Further complicating this matter is that less than half of the County's high school graduates immediately enter college upon high school graduation.

Efforts to increase the College's share of the high school market include such tactics as:

- Bringing faculty from County high schools to the College;
- Preparing publications that target this market segment with special emphasis on small classes/personal attention, testimonials, and success stories;
- Assessing the College's image among high school juniors through focus groups;
- Targeting young working adults, 1-3 years out of high school, for matriculation at the College.

Strategic Priority

Increase the College's share of the adult continuing education, credit and noncredit market over the period fall 1988 through fall 1990.

As was noted earlier in the Plan, the contribution of noncredit students to the College's total FTE increased from 6.6 percent in 1975 to 21.2 percent in 1985. Students aged 18-19 accounted for only about a third of the total hours generated by credit courses in fall 1985. Competition for the noncredit and credit, nontraditional student market is increasing annually. Community colleges are competing for these students along with four-year and graduate schools, both public and private, as well as public school adult continuing education divisions, professional associations, and community-based organizations, to name but a few.

Activities to increase the College's share of this market include such efforts as:

- Seeking to provide relicensure and certification training to individuals in such professions as health, real estate, accounting, and so forth;
- Targeting the County's businesses, industries, and public agencies for courses that support their training needs;
- Encouraging professional groups to use campus facilities for meetings and conferences;
- Repackaging and rescheduling existing courses and programs in formats more appealing to nontraditional students;
- Assessing the self-enrichment and professional training needs of nontraditional students to design and deliver credit and noncredit courseware suited to their requirements.

Strategic Priority

Create an institutionwide strategy to increase the retention rate of students.

As an open-admissions institution, the College is committed to equality of educational opportunities by offering learning opportunities to students at all levels of ability and background. Through this "open-admissions door" come increasing numbers of students who require special advising, placement, and academic support in order to achieve success.

Included in the College's efforts to increase student retention are such activities as:

- Developing an ongoing study skills program for all disciplines;
- Developing a faculty advisement system;
- Supporting a writing center to assist students doing writing assignments in all disciplines;
- Developing and supporting a centralized tutoring center to assist students enrolled in rigorous courses and programs;
- Providing proper and timely testing, initial advisement, and placement.

Strategic Priority

Work with local officials to improve transportation to the College's Largo campus from major population centers in the northern and southern sections of the County.

Transportation to the College is a problem for many potential younger students dependent upon public transportation. Public transportation to the Largo campus is so troublesome to students in the northern section of the County that the College loses students to the Takoma Park campus of Montgomery College.

With the need to attract a larger market share of graduating high school students, the College will make this strategy one of its priorities through such efforts as:

- Assessing current and potential students' transportation problems and requirements;
- Determining solutions to transportation problems with appropriate public and private sector officials.

Financial

Prince George's Community College secures its operating support from three sources—the County, the state, and student tuition and fees. The County has not been able to support the College's operating budget with the 28 percent mandated by law. With declining full-time enrollments, the state funding program, based on $980 per full-time equivalent (FTE) student, has been less supportive. Thus, student tuition and fees have been increased, contributing a larger portion of the College's operating budget.

The College realizes that students paying an ever increasing share of the College's operating costs impacts upon the effectiveness of the College's mission. A commitment to two major financial strategies has been made by the College in an attempt to offset these problems and maintain the financial health of the College.

Strategic Priority

Create mechanisms to facilitate entrepreneurial, risk-taking efforts for credit and noncredit FTE generation.

Included in these efforts are activities such as:

- Establishing funding mechanisms outside the College's operating budget that will enable the College to have several sources of funds through which entrepreneurial ventures can be encouraged, funded, and assisted to grow;
- Developing mechanisms whereby a division, department, or individual staff or faculty member can access "seed money" from either the operating budget or foundation to develop new programs, run a special course, expand an existing program, or conduct research that will result in revenue generated or "paybacks" on a short turnaround basis;
- Evaluating the mechanisms already established for providing fee-based services to the professional/business community and refining and expanding those mechanisms;
- Participating in countywide efforts, if they are consistent with the College's mission and goals and result in the provision of training or services that generate FTE and/or additional revenue.

Strategic Priority

Intensify efforts that will increase funds from both public and private sector sources to supplement operating funds, and provide and maintain "state-of-the-art" equipment.

Included in these activities are:

- Determining which College programs require support beyond the limits of the expected operating budgets from FY88 to FY90;
- Assisting the growth and development of the Prince George's Community College Foundation, Inc.;
- Establishing, for each fiscal year, a list of programs to be targeted for grant proposals and solicitations, which also has sufficient flexibility to respond to RFPs (request for proposals);
- Developing and implementing regulations and procedures for a "Joint Venture" program, by which the College can achieve its mission in concert with other public agencies.

Facilities

Strategic Priority

Seek alternative funding for new facilities and for upgrading facilities by means other than the capital improvement program.

It becomes increasingly difficult to find financing for projects and programs requiring **new** facilities or upgrading current facilities from traditional means such as the capital improvement program. Additionally, if current enrollment trends continue, the College will not be eligible in most HEGIS (Higher Education General Information Survey) categories for additional facilities. The development of projects such as the Culinary Institute will require substantial additional specialized facilities.

Efforts to provide for new facilities or upgrading facilities will include:

- Seeking private sector financing for equipment and facilities;
- Applying for private foundation support for capital expansion;
- Applying for federal grant support for capital expansion.

Marketing

Strategic Priority

Increase the College's effectiveness as a market-oriented institution.

Data supplied by the College's Institutional Research Office indicates the College's service population has changed dramatically, necessitating greater integration of marketing into the planning processes and management activities of the institution. To do this requires designing a sound marketing model as well as a marketing implementation process and marketing management system. Additionally, target market interests and needs must be assessed as well as the College's ability to respond to them.

Efforts here include such activities as:

- Determining market segments to be targeted and establishing enrollment targets for that market, as well as action plans to reach that market segment;
- Implementing a communication plan that will articulate a clear and unified voice through internal and external channels;
- Developing a single promotional theme and logo to be used in all College promotional activities in order to assure they are readily identifiable with the College;
- Providing direction through market research and developmental support that will contribute to and measure the success of the collegewide marketing activity.

Strategic Priority

Increase the College's role in the economic development initiatives of Prince George's County.

The College's growth and development is directly related to that of the County. New and growing business and industry attracts new workers, increasing the College's service population and creating demand for its programs and services. The College/industry relationship is a symbiotic one, where both the College and the County gain from the partnership with one another.

Efforts here include:

- Identifying new specialized contract training with private businesses and industries;
- Working with the Prince George's Chamber of Commerce and sister institutions of higher education in the County to identify and fill the training needs of the County's small businesses;
- Providing training and related services to County businesses engaged in or entering international trade.

Human Resources

Strategic Priority

Initiate a good faith effort on behalf of the College to develop a more equitable representation of women and minority employees in the areas of full-time instructional staff and senior administration positions by continuing and improving an effective policy of nondiscrimination and equal opportunity in all personnel actions.

The report of the Middle States Evaluation Team indicated the need to make a more concerted effort to employ a more equitable representation of women and minority employees in the areas of full-time instructional staff and senior administration positions. This assessment was based upon the changing demographics of the County and the College student population.

Efforts in this priority include:

- Establishing part-time faculty goals within each instructional division;
- Developing an enhanced networking system with the local minority professional community;
- Designing programs for sensitizing the staff to the need for improving the College's position vis-a-vis the employment of women and minorities;
- Implementing all aspects of the Affirmative Action Advisory Committee Action Plan.

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